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ABSTRACT

GRADES OR AGES: Grades 11 and 12. SUBJECT MATTER: Home economics (consumer economics and management, family development, and housing). ORGANIZATION AND PHYSICAL APPEARANCE: The guide has two chapters, one for grade 11 subdivided into two sections: 1) Family Development and 2) Textiles and Clothing, and one for grade 12, also in two sections: 1) Some Major Problems in World Nutrition, and Consumer Economics and Management for Modern Families and 2) Housing and Interior Design. The guide is offset printed and saddle stitched with a soft cover. OBJECTIVES AND ACTIVITIES: Objectives are listed at the beginning of each section. The time allotment for each unit is indicated, followed by an outline of suggested activities. INSTRUCTIONAL MATERIALS: A list of resources is given for each unit, which includes books, films, recordings, and current publications, as well as guest speakers and visits to museums and historical societies. STUDENT ASSESSMENT: No provision is made. (MBM)

Curriculum RP-S.6

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ONTARIO
DEPARTMENT OF EDUCATION

HOME ECONOMICS

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SENIOR DIVISION

COURSES OF STUDY FOR GRADES 11 AND 12
ARTS AND SCIENCE BRANCH FIVE-YEAR AND FOUR-YEAR PROGRAMMES
BUSINESS AND COMMERCE FOUR-YEAR PROGRAMME

Replacing Curriculum S.28, Courses of Study in Grades 11 and 12,
The Home Economics Option of the General Course,
The Commercial Course,
and The Art Course.

SP007140

These courses are experimental in that they will be subject to review.
Suggestions for improvement will be welcomed.

HOME ECONOMICS

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HOME ECONOMICS

SENIOR DIVISION

INTRODUCTION

Pupils of the Arts and Science Branch and of the Four-Year Programme of the Business and Commerce Branch who select home economics in Grades 11 and 12 as one of the options for the Ontario Secondary School Graduation Diploma will have studied the subject in Grades 9 and/or Grade 10 and possibly in Grades 7 and 8. It may therefore be assumed that the senior pupils will have acquired some knowledge of foods, nutrition, textiles, and clothing and will have gained some competence in the associated skills and techniques. Although the courses of study in Grades 11 and 12 are intended to expand the knowledge and training gained in the Intermediate Grades, the major emphasis is now placed on other areas of the subject which are of vital importance to modern families: Consumer Economics and Management, Family Development, and Housing.

Allotment of Time and Organization

The course of study for Grade 11 is divided into two sections. Section I is Family Development while Section II includes Textiles and Clothing.

The course of study for Grade 12 is also composed of two sections. Section I includes Major Problems in World Nutrition, Consumer Economics and Management for Modern Families while Section II covers Housing and Interior Design.

Half the time devoted to home economics on the school time-table in each of the two grades should be allotted to each section of the respective courses.

In these courses of study, topics of fundamental importance are indicated by an asterisk (*), and in the allocation of time to the various topics, provision should be made for a thorough study of these basic items. The remaining time may be allotted to some of the remaining topics on the course which, in the judgement of the teacher, meet the needs and interests of the pupils.

Where the organization of the school makes it necessary, pupils of Grades 11 and 12 may work together and the courses for Grades 11 and 12 may be taught in consecutive years.

Correlation with other Subjects

Home economics is a subject that belongs to the Arts and to the Sciences. The study of home economics borrows from, as well as contributes to, both. It is, therefore, necessary that the teacher of home economics be familiar with courses of study in related subject fields such as health education, geography, history, economics, science and sociology.

GRADE 11

Section 1

FAMILY DEVELOPMENT

Aim: To appreciate the importance of the family as the basic unit of society which has the primary responsibility for the development of the personality of each individual

* 1. HISTORY OF HOME LIFE IN ONTARIO

Time allotment: the equivalent of approximately 4 single periods

(a) Survey of the history of home life in Ontario from pioneer to modern times by a study of the transition in:

(i) Housing: from log cabins and early rural and urban houses to modern

(ii) Equipment: from pioneer to modern heating, lighting, plumbing, cooking and laundry equipment

(iii) Furnishings: from pioneer and Victorian furnishings to modern

(iv) Food: from home production, preparation and preservation to industrialization of the food industry

(v) Textiles and clothing: from spinning, weaving, craft production (i.e., rugs, coverlets, and quilts) and clothing construction in the home to industrialization of the textile and clothing industries

(vi) Health: from conditions and practices related to health in pioneer times (i.e., home remedies, patent medicines, common diseases, accidents, mortality rates, rural medical care) to modern medical and community health services

(vii) Economics: from the high degree of economic self sufficiency of the pioneer family to increasing dependency on cash income; expanding income and wants of modern, affluent society

(viii) Education: from vocational education on the farm and in the home to training in schools

(ix) Religion: worship and teaching of ethics within and outside the home

(x) Recreation and community activities: barn and house raisings, bees, church socials, dances, fairs, family festivals, music, skating, sledding and ice-boating in pioneer times; modern family recreation and community activities

(xi) Roles of family members: changing roles of husband and father, wife and mother, children and adolescents, other relatives

Resources

(a) Albums and letters

(b) Books

Note: Such books as the following may be used for reference and supplementary reading. Most books listed are commonly found in public and school libraries. The setting of some books is indicated in parenthesis.

Campbell, G., Thorn Apple Tree, (Williamstown),Collins

Case, V., Applesauce Needs Sugar,(farm life, about 1900),Doubleday

Child, P., The Victorian House, Ryerson

Costain, T., Son of a Hundred Kings, Hamish Hamilton

Craig, G.M., Early Travellers in the Canadas,(1791-1867),Macmillan of Canada

Creighton, L., High Bright Buggy Wheels, McClelland and Stewart

Davies, R., At My Heart's Core,(play: Peterborough area), Clarke, Irwin

Dumbrille, D., Up and Down the Glens,(Glengarry),Ryerson
Braggart In My Steps, (Glengarry),Ryerson
Deep Doorways,(Maitland),Thomas Allen

Fowke et al., Canada's Story in Song, Gage
Folk Songs of Canada, Waterloo Music Co.

French, M.P., Boughs Bend Over,(Iroquois),McClelland and Stewart or Macmillan of Canada

Gowans, A., Looking at Architecture in Canada, Oxford

Guillet, E.C., Early Life in Upper Canada, Ontario Publishing
Pioneer Arts and Crafts, Ontario Publishing
Pioneer Life, Ontario Publishing
Pioneer Life in the County of York, Ontario Publishing
Pioneer Settlements, Ontario Publishing
Pioneer Social Life, Ontario Publishing
Pioneer Travel, Ontario Publishing

Kyte, E.C., Old Toronto, Macmillan of Canada

Hamil, F.C., Lake Erie Baron,(London - St. Thomas area), Macmillan of Canada
The Valley of the Lower Thames, University of Toronto Press

Hubbard, R.H., The Development of Canadian Art, Queen's Printer

Jamieson, A.B., Winter Studies and Summer Rambles,(1837), Nelson

Kennedy, D., Incidents of Pioneer Days,(Guelph and Bruce County)

Langton, A., A Gentlewoman in Upper Canada, Clarke, Irwin

Macrae and Adamson, The Ancestral Roof, Clarke, Irwin

Moodie, S., Life in the Clearings,(Belleville, about 1850),McClelland and Stewart
Roughing it in the Bush, (Peterborough area 1832), McClelland and Stewart

Radcliff, J., Authentic Letters from Upper Canada, Macmillan of Canada

Reaman, G.E., Trail of the Black Walnut,(Kitchener and Niagara), McClelland and Stewart

Shaw, B., Laughter and Tears, (Georgian Bay), Exposition Press

Sissons, C.B., My Dearest Sophie, Ryerson

Slater, P., The Yellow Briar,(Toronto and Caledon Hills),Macmillan of Canada

Stevens, G., In a Canadian Attic, Ryerson

Symons, H.L., Playthings of Yesterday, Ryerson

Trail, C.P., The Backwoods of Canada,(Peterborough area 1830), McClelland and Stewart

(c) Films

National Film Board, House of History
The Promised Land, Parts I, II, III, IV

(d) Heirlooms

(e) Historical societies

(f) Museums and pioneer villages

(i) Local
For locations see: Ontario History available from Ontario Department of Travel and Publicity

(ii) Royal Ontario Museum, Toronto

(g) Newspapers

(h) Periodicals

Ontario Homes and Living

(i) Recordings of Canadian folk songs

Folkways FM4005

(j) Tape recordings of reminiscences of senior citizens

*2. FUNCTIONS OF THE FAMILY

Time allotment: the equivalent of approximately 6 single periods

(a) Summary of the traditional functions of the family deduced from the preceding survey of the history of home life in Ontario: economic, educational, moral, religious, recreational, socializing function including the transmission of the culture to the young, moulding the personality of the young, meeting the needs of the family members for affection and emotional security

(b) Technological and social changes of 20th century affecting family life such as: industrialization, urbanization, improved standards of education, gainful employment of women, adoption of labour saving

(b) Cont'd.

equipment, application of democratic principles in personal relationships, impact of mass media of communication, mobility, growth of the welfare services of institutions and government

(c) Modified functions of family reflecting technological and social changes

(i) Shift, in varying degrees, from the family to industry and institutions of the economic, educational, religious and recreational functions
(ii) Greater relative importance of socializing function

(d) Prime importance of family to personality development

(i) Need for affection and emotional security
(ii) Development of values
(iii) Training for and acceptance of masculine or feminine role

Resources

(a) Books

Allen, F.L., The Big Change, (Harper) Longmans Canada — Tr.

Duvall, E.M., Family Development, Chapter 3, (Lippincott) McClelland and Stewart — Tr.

Duvall, E.M., Family Living, Chapter 1, 19, Macmillan of Canada — Tr., 11

Gruenberg, S.M., The Encyclopedia of Child Care and Guidance, Doubleday — Tr.
pages 675-682 (Mead, Family Life is Changing)
pages 683-692 (Spock, What We Know about the Development of Healthy Personalities)
pages 997-1005 (Swift, Character and Spiritual Values)

Ogburn and Nimkoff, Technology and the Changing Family, (Houghton Mifflin) Nelson — Tr.

(b) Film

National Film Board, Canadian Profile

*3. **FAMILY LIFE CYCLE**

Time allotment: the equivalent of approximately 24 single periods

(a) Concept of the family life cycle as the universal sequence of family development, stages of the family life cycle, overlapping of stages

(b) Concept of the developmental task as applied to the individual and the family

(c) Beginning stage of family life cycle

(i) Analysis of problems of beginning stage
(ii) Deduction of developmental tasks of beginning stage

(d) Expanding stage of family life cycle

(i) Analysis of chief problems and deduction of chief developmental tasks of the expanding family with:
infant and preschool child
school age children
adolescents
(ii) Chief developmental tasks of children in:
infancy and preschool years
school years
adolescence
(iii) Principles involved in physical care of infants and young children

(e) Contracting stage of family life cycle

(i) Analysis of problems and deduction of developmental tasks of the family:
as a launching centre
in the middle years
in the later years

Resources

Concepts of the family life cycle and development task
Beginning stage of family life cycle

Books

Duvall, E.M., Family Development, Chapters 1, 2, 6 and 7,(Lippincott) McClelland and Stewart Tr.

Duvall, E.M., Family Living, Chapter 18,(Lippincott) McClelland and Stewart Tr., 11

Expanding stage of family life cycle

(a) Books

Duvall, E.M., Family Development, Chapters 8, 9, 10, 11, (Lippincott) McClelland and Stewart — Tr.

Duvall, E.M., Family Living, Chapters 15, 16, 17,(Lippincott) McClelland and Stewart — Tr., 11

Hawkes and Pease, Behavior and Development from 5 to 12, (Harper) Longmans Canada — Tr.

Jenkins, G.G., et al., These Are Your Children, (Scott Foresman) Gage — Tr., 11

(b) Current publications available from local health unit

Department of National Health and Welfare
Up The Years From One to Six — Tr., 11
Child Training Series — Tr., 11

Ontario Department of Health
The Early Years — Tr., 11

(c) Films of the National Film Board

Are People Sheep?
Being Different
He Acts His Age
Family Circles
From Sociable Six to Noisy Nine
From Ten to Twelve
Frustrating Fours to Fascinating Fives
Honest Truth
Making a Decision
Mother and Child
New Baby
Teens
Terrible Twos and Trusting Threes
Who is Sylvia?
Why Won't Tommy Eat?

(d) Observations of children; case studies

Contracting stage of family life cycle

(a) Books

Duvall, E.M., Family Development, Chapters 12, 13, 14 , (Lippincott) McClelland and Stewart — Tr.

(b) Film

National Film Board, The Yellow Leaf

4. FAMILY DIFFERENCES RELATED TO SOCIAL CLASS

Note: For the five-year programme only and an optional unit of study

Time allotment: the equivalent of approximately 2 single periods

(a) Concept of social class

(b) Criteria for assessing social class

(c) Group differences between families of various social classes

Reference

Duvall, E.M., Family Development, Chapter 4, (Lippincott) McClelland and Stewart Tr.

*5. FAMILY CUSTOMS IN OTHER COUNTRIES

Time allotment: the equivalent of approximately 2 single periods

(a) Difference in customs, with emphasis on countries of origin of New Canadian pupils

(b) Similarity of basic needs

(c) Roots of prejudice

Resources

(a) Book

Gruenberg, S.M., The Encyclopedia of Child Care and Guidance, pages 985-995, (Klineberg, The Roots of Prejudice), Doubleday Tr.

(b) Films

National Film Board, Four Families
High Wall
The Whole World Over
The Canadians

(c) Guest speakers

(d) Local societies of ethnic groups

*6. FOOD CUSTOMS OF FAMILIES AROUND THE WORLD

A unit involving the preparation and service of food to be integrated with the course in family development

Time allotment: not more than the equivalent of 20 single periods

(a) Foodways of some parts of the world; ideas and behaviour concerning foods which are common to a cultural group

(b) Typical foods of one or more countries, which may include the country or countries of origin of New Canadian pupils

(c) Geographical, historical, cultural and economic explanations of traditional foods and food customs of several countries

(d) Food customs associated with celebrations and festivals in Canada and other countries

(e) Preparation and service of:

(i) Some typical foods of other countries
(ii) Meals for family celebrations, typical of Canada and of some other countries

Resources

(a) Books

Allen-Gray, D., Fare Exchange, (Kingswood House) Collins Tr.

Beck and Bertholle, Mastering the Art of French Cooking, (Knopf) McClelland and Stewart Tr.

Bennett and Clark, The Art of Hungarian Cooking, (Garden City) Doubleday Tr.

Chu, G., The Pleasures of Chinese Cooking, (Simon and Schuster) Musson Tr.

Cooper, G., Festivals of Europe, (Thames and Hudson) Copp Clark Tr.

David, E., Italian Food, (Knopf) McClelland and Stewart Tr.

Dobler and Harper, Customs and Holidays Around the World, (Fleet) Copp Clark Tr.

Grippin, S., Japanese Food and Cooking, (Charles E. Tuttle) M. G. Hurtig Book Sales, Edmonton Tr.

Gronwall, M., Swedish Cooking at Its Best, (Rand McNally) Gage — Tr.

Hess and Hess, Viennese Cooking,(Crown Publishers) Ambassador — Tr.

Hole, C., Easter and Its Customs, (M. Barrows and Company) George J. McLeod — Tr.

Life, Picture Cook Book, Time Incorporated — Tr.

Limburg Stiriem, C., The Art of Dutch Cooking, (Garden City) Doubleday — Tr.

McGuire, L., Old World Foods for New World Families, (Garden City) Doubleday — Tr.

Orr, J.B., The Wonderful World of Food, (Garden City) Doubleday — Tr., 11

Sarvis and O'Neil, Cooking Scandinavian,(Garden City) Doubleday — Tr.

Simmoons, F., Eat Not This Flesh, (University of Wisconsin Press) Burns and MacEachern — Tr.

Sullivan, L., What To Cook For Company, (Iowa State University Press) Thomas Allen — Tr., 11

Wattie and Donaldson, Canadian Cook Book, Ryerson — Tr., 11

Waldo, M., The Art of South American Cookery, (Garden City) Doubleday — Tr., 11

Waldo, M., The Complete Round-the-World Cookbook,(Garden City) Doubleday — Tr., 11

Wernecke, H., Celebrating Christmas Around the World, (Westminster Press) Ryerson — Tr.

(b) Current publications available from United Nations Association in Canada, 329 Bloor Street West, Toronto 5

United Nations, Favourite Recipes from the United Nations — Tr., 11

Other Lands, Other Peoples — Tr., 11

(c) Films

National Film Board, French Cuisine
Ukrainian Christmas
Wedding Day

(d) Guest speakers and demonstrations

*7. FAMILIES IN THE MODERN WORLD

Time allotment: equivalent of about 2 single periods

(a) Interaction between values of family, community and nation

(b) Individual responsibility to home and community

(c) Objectives and work of some community organizations

(d) Objectives and work of some international welfare organizations

(e) The many roles of woman in the modern world

Resources

(a) Book

Gruenberg and Krecy, The Many Lives of Modern Woman, Doubleday Tr.

(b) Current publications available from:

The Canadian Association for Adult Education, 113 St. George Street, Toronto 5
Canadian Broadcasting Corporation, The Real World of Woman Tr.
The Queen's Printer, Ottawa
The Department of Labour, Women's Bureau,
Married Women Working for Pay in Eight Canadian Cities
Women at Work in Canada Tr.
The United Nations Association in Canada, 329 Bloor Street West, Toronto 5
United Nations and the Status of Woman Tr.

(c) Films

National Film Board, Community Responsibilities
Three of Our Children
V for Volunteers
Women on the March

(d) Guest speakers

Section 2

TEXTILES AND CLOTHING

1. CLOTHING DESIGN

Time allotment: equivalent of approximately 10 single periods

Aims

To understand the elements and principles of design

To derive aesthetic satisfaction from applying knowledge of design to the selection of clothing

To appreciate the development of original clothing design in Canada

*(a) Elements of design

(i) Line: effect of vertical, horizontal, diagonal, curved
(ii) Colour: primary, secondary, tertiary; effect of hue, value, intensity
(iii) Texture: rough, smooth; shiny, dull; soft, stiff

*(b) Principles of design applied to clothing

(i) Harmony: through size, shape, colour, texture
(ii) Proportion: space division, scale
(iii) Balance: formal, informal; vertical, horizontal
(iv) Rhythm: through repetition, gradation, opposition, transition, radiation
(v) Emphasis: use of line, colour, texture to produce centre of interest

*(c) Structural and decorative design in clothing

*(d) Application of knowledge of design to the selection of clothing for the individual

(e) Clothing designers

(i) Development of original clothing designs in Canada
(ii) Famous designers of some other countries
(iii) Effect of high fashion on everyday dress

Bibliography

Note: Teacher reference Tr., Pupil reference by grade numbers

Goldstein and Goldstein, Art in Everyday Life, Collier-Macmillan Tr. 11

Morton, G.M., The Arts of Costume and Personal Appearance, (Wiley General Publishing) General Publishing Tr.

Bibliography (Cont'd)

Lewis, Bowers, and Kettunen, Clothing Construction and Wardrobe Planning, Collier-Macmillan Tr., 11

2. HISTORIC COSTUME

Time allotment: equivalent of approximately 4 single periods

Aims

To study the influence of historic costume on contemporary design in clothing

To appreciate the relationship of costume to the economic, political and social life of the period

*(a) Influence on contemporary design of important periods in the history of costume such as:

Ancient times - Egyptian, Greek and Roman
Mediaeval
Elizabethan
18th century
19th century - Empire, Victorian
20th century

*(b) Cycles of fashion as shown in silhouettes or sleeves or hats or shoes

*(c) Socioeconomic aspect of clothing

A study of the clothing of some famous women, to show the use of dress to express personality and way of life, such as:

Cleopatra, Queen Elizabeth I, Marie Antoinette, Empress Eugenie, Queen Victoria, Queen Mary, Mrs. Eleanor Roosevelt, Mrs. Nikita Khrushchev, Queen Elizabeth II, Princess Margaret, Mrs. Jacqueline Kennedy

*(d) Evaluation of current and historic costume, noting the timeless quality of good design as exemplified by simplicity of line, lack of decoration, basic colour

(e) National costume: content to be determined by students' background and relationship of costumes to current design

Bibliography

Evans, M., Costume Throughout the Ages, (Lippincott) McClelland and Stewart — Tr., 11

Gorsline, D., What People Wore, (Viking) Macmillan of Canada — Tr., 11

Hansen, H., Costume Cavalcade, (Methuen) Ryerson — Tr., 11

Laver, J., Dress, (Murray) Longmans Canada — Tr., 11

Lester, K., Historic Costume, Copp Clark — Tr., 11

Ruppert, J., Le Costume, Tome I, II, III, IV, V, Flammarion, 26 Rue Racine, Paris, France — Tr., 11

Veblen, T., The Theory of the Leisure Class, New American Library of World Literature (Mentor) New American Library of Canada — Tr.

Wilcox, R. T., The Mode in Costume, (Scribners) Thomas Allen — Tr., 11

Wilcox, R. T., Five Centuries of American Costume (Scribners) Thomas Allen — Tr., 11

Yarwood, D., English Costume,(Batsford) Copp Clark — Tr., 11

Quennell, M. C., Everyday Things in England, Vols. 1-4,(Batsford) Copp Clark — Tr., 11

3. TEXTILES

Time allotment: equivalent of approximately 10 single periods

Aims

To identify specific fibres, fabrics and finishes

To discover some characteristics of textile fibres by experimentation

To study sources, characteristics, use and care of fibres and fabrics

To appreciate some economic aspects of the Canadian textile and clothing industries

*(a) Source, characteristics, use and care of:

(i) Silk: pure-dye, spun, wild
(ii) Man-made
Rayon: viscose, cuprammonium (Bemberg)
Acetate: Celanese, Arnel

(iii) True Synthetics
Polyamide fibres: nylon
Acrylic fibres: Orlon, Acrilan
Polyester fibres: Terylene or Dacron
(iv) Other fibres of current interest

*(b) Some tests for fibre recognition such as: burning, chemical solubility, microscopic

*(c) Fabrics of current interest: blends, mixtures, stretch-types, laminates, bonds

(d) Fabric finishes: soil resistance, water repellency, crease resistance, flame resistance, moth proofing, mildew proofing, wash and wear surfacing, permanent pleating; common trade names in patented finishing process

(e) Canadian textile and clothing industries

(i) Brief history of the Canadian textile industry
(ii) Factors affecting prosperity of the Canadian textile industry; comparative cost and quality of domestic and imported textiles; size of market; initial cost of item; number of Canadians employed; tariffs and world trade
(iii) Brief study of the Canadian clothing industry

Bibliography

American Home Economics Association, Textile Handbook, American Home Economics Association, 1600-20th Street N.W., Washington, D.C. Tr., 11

Hollen and Sadler, Textiles, Collier-Macmillan Tr.

Lewis, Bowers and Kettunen, Clothing Construction and Wardrobe Planning, Collier-Macmillan Tr.

Linton, G., Modern Textile Dictionary, (Duell, Sloan and Pearce) General Publishing Tr.

Padget, R., Textile Chemistry and Testing in the Laboratory, (Burgess) McAinsh Tr.

Potter and Corbman, Fiber to Fabric, McGraw-Hill Tr., 11

Wingate, I., Textile Fabrics and Their Selection, Prentice-Hall Tr.

4. CLOTHING CONSTRUCTION

Time allotment: equivalent of approximately 36 single periods

Aims

To develop good judgement in the purchase of clothing

To develop skill in the selection and handling of synthetic or man-made fabrics, silks, blends, and mixtures

To achieve satisfaction through creativity

To recognize the factors to be considered in deciding whether to buy or construct a garment

*(a) Project: the choice of one sewing project should be based on the previous experience of the pupil but the project or some part of it should be made from a synthetic or man-made fabric, silk, blend, or mixture

(i) Two-piece dress
(ii) Dress and jacket
(iii) Party dress
(iv) Dressmaker suit

*(b) Selection of pattern and fabric: suitability of fabric to pattern, person and use

*(c) Techniques for silk and fabric of man-made and synthetic fibres

(i) Marking: a method for sheers; a method for fabrics that mark with tracing wheel
(ii) Stitching: thread, needle and stitch size suitable to fabric
(iii) Seam finishes: overcast, French, double-stitched and trimmed
(iv) Pressing: testing to determine method suitable to fabric; use of seam roll

*(d) Other techniques where applicable

(i) Interfacing, construction lining or underlining
(ii) Bias: cutting, joining and applying
(iii) Button loops of thread or fabric
(iv) Bound buttonholes
(v) Pockets: bound and welt
(vi) Convertible collar
(vii) Lining of jacket or dress
(viii) Special finishes such as piping, cording

*(e) Evaluation

(i) Factors to consider in buying ready-made garments
(ii) Comparison of the project with a similar ready-made garment on the basis of style, appearance, cost, workmanship and wise use of time and energy

Bibliography

Bishop and Arch, Bishop Method of Clothing Construction, (Lippincott) McClelland and Stewart 11

Bishop and Arch, Fashion Sewing by the Bishop Method, (Lippincott) McClelland and Stewart 11

Iowa Home Economics Association, Unit Method of Sewing, (Iowa State University Press) Thomas Allen 11

Lewis, Bowers and Kettunen, Clothing Construction and Wardrobe Planning, Collier-Macmillan 11

GRADE 12

Section 1

SOME MAJOR PROBLEMS IN WORLD NUTRITION

Time allotment: equivalent of approximately 12 single periods

Aims: To develop some understanding of the major nutritional problems of the world

To reduce complacency towards nutritional problems

To encourage critical thinking in evaluating nutritional propaganda

*1. WORLD FOOD SUPPLY

Approximately two-thirds of the world's population suffers from varying degrees of malnutrition. A basic cause of this situation is the unequal distribution of the world food supply.

(a) Areas of the world with inadequate food supplies: parts of Africa, India, Southeast Asia, Latin America

(b) Some factors contributing to inadequate food supplies

- (i) Overpopulation in some of the lesser developed countries
- (ii) Inadequate land resources: scarcity of fertile land, depletion of soil nutrients, inadequate water supply, inadequacy of agricultural technology and equipment
- (iii) Inadequate storage facilities
- (iv) Ineffective control of insects, crop diseases, rodents
- (v) Inability to cope with natural disasters such as blights, insect swarms, droughts, floods

(c) Areas of the world with adequate or abundant food supplies: Australia, New Zealand, British Isles, Northwestern Europe, North America

(d) Some factors contributing to adequate or abundant food supplies

- (i) Sparse population
- (ii) Abundant land resources, relatively high productivity of land, advanced agricultural technology and equipment
- (iii) Improved methods of preservation, storage, distribution and marketing
- (iv) Lessened effect of natural disasters, reserve food supplies

*2. WORLD NUTRITIONAL PROBLEMS

Nutritional problems are found in countries with abundant as well as inadequate supplies of food. In varying degrees, poverty, ignorance, indifference and traditional food customs and taboos result in unwise selection and preparation of food in all countries of the world. Deficiency diseases such as pellagra, beri-beri, kwashiorkor, and scurvy, are most pronounced in those countries with inadequate food supplies.

Discussion of nutritional problems should include consideration of the social and economic conditions of the areas in which these problems are prominent. Discussion of deficiency diseases should include an examination of some symptoms of the diseases and the functions, recommended dietary allowance and sources of the nutrients involved.

(a) Nutritional problems in areas with inadequate food supplies:
  (i) Hunger
  (ii) Kwashiorkor
  (iii) Xerophthalmia
  (iv) Beri-beri
  (v) Pellagra
  (vi) Scurvy
  (vii) Rickets

(b) Nutritional problems in areas with abundant food supplies, where unwise selection and preparation are contributing factors:
  (i) Obesity
  (ii) Dental caries
  (iii) Scurvy
  (iv) Rickets
  (v) Anemia

(c) Nutritional problems relating to modes of feeling, thinking and behaving about food which are common to cultural groups:
  (i) Taboos, fallacies, fads
  (ii) Dangers of food fads
  (iii) Analysis of reliability of nutritional information obtained through radio, television, newspapers, magazines and books
  (iv) Sources of reliable nutritional information for Canadians

*3. PROGRESS IN SOLUTION OF WORLD NUTRITIONAL PROBLEMS

The work of such U.N.A. organizations as:

(a) World Health Organization
(b) Food and Agriculture Organization
(c) United Nations International Children's Emergency Fund
(d) United Nations Educational, Scientific and Cultural Organization

Resources

(a) Books

Bogert, W.B., Nutrition and Physical Fitness, (W. B. Saunders Co.) McAinsh	Tr.
McHenry, E.W., Food Without Fads, (Lippincott) McClelland and Stewart	Tr., 12
Martin, E.A., Nutrition in Action, Holt, Rinehart and Winston	Tr., 12
Simmoons, F., Eat Not This Flesh, (University of Wisconsin Press) Burns and MacEachern	Tr.

(b) Current Publications

Available from: United Nations Association in Canada,
329 Bloor Street West,
Toronto 5

The UNESCO Courier, July-August, 1962	Tr., 12
World Health, September-October 1962	Tr., 12
World Health, March 1963	Tr., 12
Other Lands, Other Peoples, 1962	Tr., 12

(c) Films

National Film Board, Global Struggle For Food
Can The Earth Provide?

(d) Guest speakers who have served as consultants in other countries

CONSUMER ECONOMICS
AND
MANAGEMENT FOR MODERN FAMILIES

Aims: To identify and consider certain values and goals in relation to the individual's philosophy of life

To understand the management process

To apply the management process to personal and family living with emphasis on the resources of time and money

To gain practical experiences in meal management

*1. PRINCIPLES OF MANAGEMENT

Time allotment: the equivalent of approximately 2 single periods

(a) Definitions and elaboration of terms
  (i) Values: sources (family traditions, religion, culture), conflict of values, priority of values
  (ii) Goals: present or future needs or wants; determination of goals considered in relation to values
  (iii) Resources: human, such as energy, intelligence, education, time; material, such as money, equipment, goods; community, such as schools, libraries, services
  (iv) Management: wise use of resources to attain goals

(b) Importance of management in modern family living

(c) Steps in the management process
  (i) Establishing the goal
  (ii) Developing the plan
    Recognizing available choices
    Collecting necessary information
    Making and analyzing tentative plans
    Choosing a plan in relation to the goal
  (iii) Implementing the plan
    Recognizing the need for both control and flexibility
  (iv) Evaluating the plan
    Accepting responsibility for the choice
    Improving subsequent performance

Bibliography

Fitzsimmons and White, Management for You, (Lippincott) McClelland and Stewart — Tr., 12

Goodyear and Klohr, Management for Effective Living, (Wiley) General Publishing — Tr.

Starr, C., Management for Better Living, Copp Clark — Tr., 12

*2. MANAGEMENT OF TIME

Time allotment: the equivalent of approximately 6 single periods

(a) Steps in the time management process including such time studies as record of present expenditure of time, analysis and evaluation of the record

(b) Work simplification to save time and energy
  (i) Use of time and motion studies in industry to develop efficiency
  (ii) Application of some principles of industrial efficiency in the home
  (iii) Classes of change to save time and energy
    Body position
    Tools, equipment and work areas
    Raw material
    Production sequence
    Finished product
  (iv) Principles of work simplification
    Elimination
    Combination
    Rearrangement
    Simplification

Bibliography

Gilbreth, Thomas and Clymer, Management in the Home, Macmillan of Canada Tr., 12

Gross and Crandall, Management For Modern Families, Appleton-Century-Crofts, Inc. Tr.

Starr, C., Management for Better Living, Copp Clark Tr., 12

*3. TIME MANAGEMENT APPLIED TO MEAL PREPARATION

This unit includes the preparation of a number of meals in which time management and the principles of work simplification are applied.

Time allotment: the equivalent of 12 single periods

(a) Goals: to provide appetizing, nutritious meals, following Canada's Food Guide that
  (i) fit an established food budget
  (ii) reduce time and energy

(b) Planning
  (i) Menu planning
  (ii) Shopping lists
  (iii) Work plan

(c) Implementing the plan
  (i) Application of the principles of work simplification
  (ii) Making maximum use of such resources as tools, labour-saving equipment and materials, knowledge and basic skills of food preparation

(d) Evaluation

Suggestions to guide the teacher in planning laboratory lessons

In many modern families the time allotted to meal preparation is short. This may be due to various reasons and especially the gainful employment of the homemaker.

In this unit of practical lessons, although the other goals of meal planning should not be neglected, emphasis should be placed on the principles of management that stress the saving of time and energy. When the need arises, the teacher should review the principles of cooking included in the course of study for the Intermediate grades.

The number and type of meals prepared by the pupils is left to the discretion of the teacher. Some suggestions which may be useful in planning laboratory classes are outlined below:

Use of ready to serve and quickly prepared food

Sample Menus

I	II
Soup	Fruit Juice
Broiled Fish and Tomatoes	Barbecued Chicken
Instant Mashed Potatoes	Canned or Frozen Vegetable
Salad	Salad
Instant Pudding	Rolls
Beverage	Fruit Cup
	Beverage

Effective use of time saving tools and equipment

Sample Menu

Swiss steak (pressure cooker)
Vegetables (pressure cooker)
Cole Slaw (sharp French knife)
Fruit Whip (electric mixer or blender)
Beverage

Effective use of a freezer when meal preparation time is short but advanced preparation time is possible.

Such foods as soups, main course dishes, pies, cakes, other desserts, cookies and yeast mixtures may be prepared in advance in large quantities, and frozen.

Effective use of a fully automatic oven, with both time and temperature controls, for foods cooked at the same temperature, when meal preparation time is short but advanced preparation time is available.

Sample Menu

Meat Loaf
Scalloped Vegetable
Salad
Fruit Crisp
Beverage

Bibliography

Kinder, F., Meal Management, Collier-Macmillan — Tr.

Seranna, A., Your Home Freezer, Doubleday — Tr., 12

Wattie and Donaldson, Canadian Cook Book, Ryerson — Tr., 12

Current Publications:

Ontario Department of Agriculture, Frozen Foods
Oven Meals

4. CONSUMER ECONOMICS

Time allotment: the equivalent of 16 single periods

*(a) Steps in the money management process
  (i) Establishing the goal in accord with a scale of values
  (ii) Developing a plan
    Recognition of available choices: weighing demands on income
    Collecting necessary information: estimating the income from all sources, keeping a record of expenditure of money
    Making and analyzing tentative plans: estimating fixed expenses, flexible expenses and savings
  (iii) Implementing the plan
    Keeping a record
  (iv) Evaluating the plan
    Evaluating the plan and merits of budgeting
    Accepting responsibility for the choice
    Improving subsequent performance

*(b) Consumer credit and instalment buying
  (i) Pattern of use and cost
  (ii) Knowledge of contracts and penalties

(c) Advertising
  *(i) Positive functions and weaknesses

(ii) Laws governing advertising in Canada
Criminal Code, Section 306
Food and Drugs Act
Broadcasting Act 1958
Combines Investigation Act, Section 33C

*(d) Validity, use and limitations of labels, guarantees and seals of approval

(e) Consumer protection
(i) Food and Drugs Act and regulations: protection in the fields of foods, drugs, cosmetics and medical devices
(ii) Food inspection: roles of the federal and provincial Departments of Agriculture, Department of Fisheries, Food and Drugs Directorate and of the municipalities
(iii) Weights and Measures Act
(iv) Combines Act
*(v) Work of Consumers Association of Canada
(vi) Role of Better Business Bureaus

*(f) Responsibility of consumers to use such objective information about goods and services as that provided by consumer groups, government and industry; the influence exerted by the consumer in the market

Bibliography

Fitzsimmons and White, Management for You, (Lippincott) McClelland and Stewart — Tr., 12

Troelstrup, A. W., Consumer Problems and Personal Finance, McGraw-Hill — Tr.

Wilhelms and Heimert, Consumer Economics, (Gregg) McGraw-Hill — Tr.

Note: Information pertaining to the Acts may be obtained from:
The Clerk of the Legislature
Parliament Buildings,
Ottawa

*5. MONEY MANAGEMENT APPLIED TO MEAL PREPARATION

This unit includes the preparation of a number of meals, in which the principles of money management are applied.

Time allotment: the equivalent of approximately 12 single periods

(a) Goals: through the use of Canada's Food Guide, to provide appetizing and nutritious meals which fit into set limits as to the use of time and energy and an established food budget

(b) Some factors which influence the family food budget: income, size of family, age of family members, fixed expenses other than food, value placed on food, appreciation of relationship between food and health, knowledge of food and cooking skills of the homemaker, time available for meal preparation, food likes and dislikes, food fads

(c) Some factors in reducing food costs
  (i) Using food knowledge and cooking skills
  (ii) Planning menus which follow Canada's Food Guide, using the less expensive foods in each food group
  (iii) Using shopping lists which are flexible but discourage impulse buying
  (iv) Reading labels
  (v) Buying grade suited to the purpose
  (vi) Understanding and taking advantage of seasonal price movements
  (vii) Buying in most economical quantities, according to intended use

(d) Planning, preparation and evaluation of meals at low, moderate and high cost levels

Bibliography

Kinder, F., Meal Management, Collier-Macmillan Tr.

Wright, C. E., Food Buying, Collier-Macmillan Tr.

Section 2

HOUSING AND INTERIOR DESIGN

Aims: To arouse interest in modern trends in housing

To develop judgement in selecting and financing suitable housing for the family

To apply the elements and principles of design in evaluating the exterior and interior design of a house and in selecting and arranging home furnishings

HOUSING

Time allotment: equivalent of approximately 24 single periods

*1. HISTORY OF HOUSING

A very brief history of housing, tracing progress from purely functional dwellings to houses of comfort, convenience and beauty

For purposes of this study, the main periods in housing might be grouped as follows:

(a) Primitive: cave, hut
(b) Mediaeval: hut, yeoman's house, manor
(c) 16th to 19th centuries: development of styles in domestic architecture such as half-timbered, Georgian, Regency, Victorian
(d) Modern: design relating to form and function, uses of new materials, methods of construction

Bibliography

Barfoot, A., Homes in Britain, (Batsford) Copp Clark — Tr.

Potter and Potter, Houses, Longmans Canada — Tr., 12

Gowans, A., Looking at Architecture in Canada, Oxford — Tr.

Macrae and Adamson, The Ancestral Roof, Clarke, Irwin — Tr., 12

Wright, I.L., Architecture, Doubleday — Tr.

2. MODERN TRENDS IN HOUSING

(a) Modern architects

(i) Influence on modern housing of such architects as: Gropius, Le Corbusier, Neutra, Van Der Rohe, Wright, Yamasaki
(ii) Canadian Design Award winners and local architects of note

*(b) Community Planning

(i) Growth of industrial cities: effect of industrialization on housing
(ii) Trend to decentralization: dispersion of industrial growth, aversion to life in modern cities, development of transportation permitting suburban living
(iii) Advantages of a planned community: sociological, economic, recreational, artistic
(iv) Functions of a community planning board: surveying physical, economic and social conditions in relation to development of the area; advising municipal council on housing supply, housing conditions, development and redevelopment of areas
(v) Urban renewal: conservation of sound areas; rehabilitation or repair and modernization of deteriorating areas; redevelopment or clearance and re-use of worn-out areas

*(c) Public housing projects

(i) Reasons for public interest and government participation: effect of housing on family life and citizenship
(ii) Survey of current trends in types of public housing for families and senior citizens

Resources

(a) Books

Goldstein and Goldstein, Art in Everyday Life, Collier Macmillan	Tr., 12
Gowans, A., Looking at Architecture in Canada, Oxford	Tr.
Peters, J., Masters of Modern Architecture, (Bonanza) Ambassador	Tr.
Rogers, K., The Modern House, U.S.A., (Harper and Row) Musson	Tr., 12
Wright, F.L., The Natural House, (Mentor) New American Library of Canada	Tr.

(b) Films

National Film Board, The City Series
(i) The City as Man's Home, Part 5
(ii) The City and the Future, Part 6

Report on Redevelopment Series
(i) Montreal
(ii) Toronto

The First Village of Importance (Ottawa)

(c) Sources of current publications

The Community Planning Association of Canada, 45 Gloucester Street, Ottawa 4

Toronto Housing Authority, 415 Gerrard Street East, Toronto 2

Local Planning Boards and Housing Authorities

Massey Medals for Architecture Brochure, The Royal Architectural Institute of Canada, 88 Metcalfe Street, Ottawa, 4

*3. SELECTION OF HOUSING

(a) Types available to meet varying desires and needs of families: single houses, row houses, duplexes, apartments, mobile homes

(b) Choosing the neighbourhood and lot

(i) Characteristics of a suitable neighbourhood: congenial neighbours; schools, churches, stores, parks; good maintenance, protective and communication services
(ii) Economic future of the area, including building restrictions, cost of houses, zoning
(iii) Contour and foundation of land, drainage, exposures, relation of house to lot

(c) Evaluating the exterior style of the house

(i) Recognition of good and poor design
(ii) Factors influencing the style of house: climate, availability of materials, trends
(iii) Styles: Colonial, Georgian, French Provincial, English half-timbered, Regency, Victorian, Cape Cod, Modern
(iv) Survey of older houses and current trends in the community

(d) Evaluating the floor plan to provide for comfort and convenience of occupants, considering:

(i) Adequacy of room areas: living, dining, sleeping areas; working areas: kitchen and laundry; storage areas
(ii) Relationship of rooms
(iii) Traffic lanes within and between rooms
(iv) Room exposures

(e) Appraisal by experts of property and of construction features

Bibliography

(a) Books

Craig and Rush, Homes With Character, (Heath) Copp Clark Tr., 12

Goldstein and Goldstein, Art in Everyday Life, Collier-Macmillan Tr., 12

Macrae and Adamson, The Ancestral Roof, Clarke, Irwin Tr.

Rogers, K., The Modern House, U.S.A., (Harper and Row) Musson Tr., 12

Sleeper and Sleeper, The House For You, (Wiley) General Publishing Tr.

(b) Current publications from various associations and corporations

*4. FINANCING HOUSING

(a) Proportion of income available for housing based on amount of income, stability of income, size of family, values, goals

(b) Advantages and disadvantages of renting and owning, including a comparison of monthly costs

(c) Terms used in connection with buying a house: principal, down payment, title, searching the title, deed, mortgage
Source of money for financing: banks, private individuals, insurance and trust companies, government
Borrowing costs: down payments, interest rates

Bibliography

(a) Books

Craig and Rush, Homes with Character, (Heath) Copp Clark Tr., 12

(a) Cont'd.

Rogers, K., The Modern House, U.S.A., (Harper and Row) Musson Tr., 12

Sleeper and Sleeper, The House For You, (Wiley) General Publishing Tr.

(b) Current publications from various associations and corporations

(c) Sources of Current Publications

The Community Planning Association of Canada, 45 Gloucester Street, Ottawa 4

Toronto Housing Authority, 415 Gerrard Street East, Toronto 2

Local Planning Boards and Housing Authorities

Massey Medals for Architecture brochure, The Royal Architectural Institute of Canada, 88 Metcalfe Street, Ottawa 4

INTERIOR DESIGN

Time allotment: equivalent of approximately 36 single periods

*1. DESIGN

(a) Elements of design: line; texture; colour, with special emphasis on properties of colour and colour schemes

(b) Principles of design: harmony, proportion, balance, rhythm, emphasis

(c) Structural and decorative design

Bibliography

Craig and Rush, Homes With Character, (Heath) Copp Clark Tr., 12

Goldstein and Goldstein, Art in Everyday Life, Collier-Macmillan Tr., 12

Rogers, K., The Modern House, U.S.A., (Harper and Row) Musson Tr., 12

*2. APPLICATION OF THE PRINCIPLES OF DESIGN TO INTERIORS CONSIDERING: CHARACTERISTICS OF THE ROOM, FUNCTIONS OF THE ROOM, FAMILY PREFERENCES

(a) Background

Selection of materials for background areas, considering: use, care wearing qualities, colour and pattern

(i) Walls; paint, wallpaper, wood paneling
(ii) Floor coverings: composition floorings; carpets and rugs
(iii) Windows: curtains and draperies; window treatments

(b) Furniture

(i) Periods and styles in current fashion
Traditional: Chippendale, Hepplewhite, Sheraton, Regency, Victorian
Provincial: French, Italian, Colonial, Duncan Phyfe
Modern: Classic (Scandinavian), Organic (including Metal), Oriental

(ii) Selection of furniture, considering:
Function
Design
Quality: kinds of materials such as woods, solid and veneer; new types such as laminates; construction, workmanship
Cost in relation to quality

(iii) Arrangements, considering: function, interest or activity groups, traffic lanes

(iv) Care: upholstery and wood finishes

(c) Accessories: selection and arrangement of pictures, lamps, mirrors and other accessories

Bibliography

(a) Books

Craig and Rush, Homes With Character, (Heath) Copp Clark Tr., 12

Goldstein and Goldstein, Art in Everyday Life, Collier-Macmillan Tr., 12

Rogers, K., The Modern House, U.S.A., (Harper and Row) Musson Tr., 12

(b) Source of Current Publications

Canadian Home Furnishings Institute, 20 Bloor Street West, Toronto 5

*3. HOUSEHOLD TEXTILES

Selection of household textiles considering types, sizes, fabrics, construction, quality and cost of:

(a) Sheets
(b) Blankets
(c) Towels
(d) Table linens

Bibliography

Craig and Rush, Homes With Character, (Heath) Copp Clark — Tr., 12

Wingate, I., Textile Fabrics and Their Selection, Prentice-Hall — Tr.

4. TABLE APPOINTMENTS

*(a) Selection of table appointments considering types, manufacture, design, care, cost, and famous names associated with each

(i) Dinnerware: porcelain or bone china, earthenware, semi-porcelain, pottery, new materials
(ii) Glassware: cut, blown, pressed
(iii) Flatware: sterling, plated silver, stainless steel

(b) Flower arrangements and other table centres

Bibliography

Craig and Rush, Homes With Character, (Heath) Copp Clark — Tr.

Goldstein and Goldstein, Art in Everyday Life, Collier-Macmillan — Tr., 12

*5. HOUSEHOLD EQUIPMENT

Selection of household equipment considering: ease of care, safety, convenience, price, merits of basic and deluxe models, evaluation by consumer reports and ratings of some large and small appliances

Bibliography

Craig and Rush, Homes With Character, (Heath) Copp Clark — Tr., 12

Peet, L. J., Young Homemaker's Equipment Guide, (Iowa State University Press) Thomas Allen — Tr., 12

*6. BUYING PLAN FOR FURNISHINGS AND EQUIPMENT

(a) Minimum needs for a small apartment

(b) Planning for future purchases

7. HOME FURNISHINGS PROJECT

Time allotment: not more than the equivalent of 6 single periods

Techniques involved in the making of curtains, draperies, slipcovers, cushions, placemats or other accessories